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# THE TEACHERS COLLEGE JOURNAL

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# The Laboratory School of the Indiana State Teachers College

(Secondary Division)

## Introduction—Working Together for the Common Good

This is the third of a series of five issues of *The Teachers College Journal* to be devoted to the Laboratory School of Indiana State Teachers College. The first issue was given over to a statement of the philosophy of the school and to a description of the physical plant and its environment. The second issue described the elementary division and presented a picture of the activities of the children enrolled in grades from the kindergarten through the sixth. It is the purpose of this issue to describe the program of the secondary division at its present stage of development.

The laboratory school is now in its fifth year of existence. In order to understand the program, certain facts should be noted. The school borders the business district of the city. The home conditions vary greatly, ranging from the highest priced apartments in the city to houses which are most inadequate. Approximately 60 per cent of the homes are owned and 40 per cent are rented. Rents range from sixty dollars per month to less than ten dollars per month, the average being twenty-five.

A study of the occupations of the parents of the pupils in the laboratory school shows that the economic status of the families represented is somewhat below the average for the city as a whole. These facts and many others just as pertinent have been considered in the development of the program of instruction in the laboratory school. The administration realizes that it is essential to have an intelligible picture of a cross section of the community to be served. Only from such a picture can the school

have an intelligent conception of the needs of the community as a basis for a rational program of instruction.

When the laboratory school opened its doors in 1935, a committee was appointed to formulate a philosophy for the school. This philosophy was stated in its completed form in the first issue of *The Teachers College Journal* devoted to the laboratory school in 1937. In the second issue of the *Journal* describing the school, a brief resume of that philosophy worked out of the original statement was presented. Since that statement of philosophy is still basic to the program of the school, it will be repeated in this issue. The brief resume from the original statement is presented below.

### WHAT WE BELIEVE

The Laboratory School of the Indiana State Teachers College is an integral part of the college and as such is a state institution. The school receives its pupil body for the most part from the section of the city of Terre Haute which immediately surrounds its buildings and comprises a city school district.

The school conceives its purpose to be of service to: (1) the children who attend it; (2) their parents and others in the community; (3) the college students who use the school as a laboratory; (4) those from other sections of the state who visit it; and (5) those from the nation at large who may be interested in its work with any of these factors.

The school feels that the children are the media through which principles at work in this immediate environment are transferred to the local community, and the college students

are the media through which those same principles are taken into the larger community, the state.

As its basic philosophy, the school accepts the idea that life is exceedingly good when fully lived. An individual lives completely, though, only so far as he becomes progressively and to the highest degree possible an integrated personality that contributes to society the best of which he is capable. At the same time that he is giving his best, he receives satisfaction from the social whole of which he is an integral part.

Out of the school's philosophy of life grows its philosophy of education which states that formerly education was thought of as a preparation for life. This preparation took place within the four walls of an institution—public or private—designated as the school. Today education and life are synonymous. That is, education is life, or growth, beginning with birth, ending only at death. Life does not exist wholly within the school; therefore, it becomes the duty of the school, which has been established by society as an agency of perpetuation and improvement, to seek to develop within each individual attitudes, abilities, skills, and understandings that are necessary for satisfaction in personal life and constructive participation in social life.

From the school's philosophy of education grow its principles which are: (1) Education is an experiencing which means growth and change in the physical, mental, emotional, and social phases. (2) Physical and social environment condition and affect growth and behavior. (3) As experiences and environments change, habits and behavior patterns already established may no longer fit the situation and it is necessary then that intelligence play its part. (4) The teacher guides and helps by allowing sufficient freedom with desirable life experiences to challenge and develop to the highest degree possible the capabilities of the individual and of the group. By close observance of the principles given, the school hopes that its service to the pupil body, to the community, to the college and its students, and to



the large community may be an inspiration for both individual and group development and thus fulfill its function as a laboratory school.<sup>1</sup>

In the issue of the *Journal* devoted to the elementary division, it was shown how the application of this philosophy involved: (1) a program of interpretation as a means of developing community understanding, (2) provision for experimentation to further educational knowledge, and (3) provision for developing in the pupils certain essential habits, attitudes, and appreciations.

In this issue of the *Journal* devoted to the secondary division are included statements prepared by the teachers in twelve different areas of instruction. These statements show the application of the school's philosophy as it operates in grades seven to twelve, inclusive. Through reading these articles we believe the reader can find evidences that the philoso-

phy of the school is carried out in practice in the following respects:

(1) although the secondary school is organized upon a departmental basis, there is a continuous effort made to furnish educational experiences for each pupil to discover his own talents, to evaluate them, and to develop them through his own activity, to the end that he may live a useful and happy life; (2) that the so-called practical ends of education are not the only useful outcome; (3) that the curriculum offers the pupil opportunity for physical health and the proper social development; (4) when co-operative integrating activities can contribute to a realization of worthwhile outcomes departmental lines are not strictly adhered to; and (5) that the program of the school is somewhat flexible, yet rigid enough to preclude aimlessness.

The weaknesses of the secondary school program at the present time might be summarized as follows:

- (1) There is need for further development of the guidance program.
- (2) There is need for further con-

solidation of departments into fewer areas of instruction.

- (3) The content of the curriculum must be devised for all the pupils. At the present the curriculum is, probably, best suited for those preparing for advanced education. In one or two fields good training is offered for those who are to enter directly into vocational life. Further revision of the curriculum is necessary in order to keep each pupil in school as long as it is worth his while to remain, and as long, as it is of value to society to have him remain.

The articles presented in this issue do not present a complete picture of the activities of the secondary school. In forthcoming issues more will be presented to describe many of the special features of the program such as the guidance program, the special opportunities offered for self-expression, the services rendered through the newly organized speech and reading clinic, and the student teaching program.

<sup>1</sup>"The Laboratory School of the Indiana State Teachers College," *The Teachers College Journal*, Vol. IX, No. 2 (November, 1937), pp. 19-21.



# In the Area of the Fine Arts

## Art Appreciation

In the area of art appreciation the laboratory school attempts to develop creative thinking through a varied program of art activity. In line with this philosophy Cezek says there is a definite carry over of creative thinking developed through the manipulation of materials to create something in the areas of work. He has found through a study of his pupils over a period of years that the creative thinker is a better businessman, lawyer, doctor, engineer, housekeeper, baseball player, or parent.

Students in the laboratory school have access to a wide diversity of media. To them art becomes a functional living thing rather than a pretty picture. The pupil's interest is stimulated in beautifying his surroundings. Through seeing fine reproductions of masterpieces, collecting good illustrations, and taking field trips to places in which the very finest art and commercial products may be seen, pupils acquire interest and enjoyment in the work of both industrial and fine artists. The pupil becomes aware of the fact that design is not something applied, but that it is an integral part of the whole. It is the happy combination of the mechanical facts of construction and of use endowed with appearance acceptable to the aesthetic judgment. Also, the pupil learns the principle of design and he discovers that in modern industrial design these principles are the same as those underlying the work of the old masters.

In expressing himself with various materials the pupil gains skill and pleasure. He finds that the media and processes used determine greatly the thing to be made and its particular character. Through the building of useful articles there comes a gradual realization that the most useful shape is the most beautiful. The pupil sees that good engineering and good de-

sign are closely related. He gains a greater appreciation for the work of others.

There is always a supply of materials available to the pupil such as linoleum, wood, paper, bits of cloth, needles, thread, knives, scissors, rulers, pens, ink, paste, paint, chalk, plaster, wire, nails, hammers, and saws. Any new material will stimulate creative thinking. The pupil is permitted to work with any material he desires, providing he has a definite aim and uses his time gainfully. All pupils are encouraged to try many materials. Occasionally the members of the class are called together for a discussion of their

The following discussion gives the treatment of block printing:

Reproductions from some of the old wood-cuts of early artists as Durer, Holbein, and Schongauer had been hung in the room. The pupils examined them and discussed the problem of the artist in making a wood-cut, which was, as in all printing, to secure non-printing areas by removing parts of the solid. Pupils were asked to mention other materials than wood from which a block print could be made. Linoleum, rubber, paraffin, soap, carrots, potatoes, and parsnips were suggested. Linoleum, tracing paper, kerosene, knives, glue, gouges, newspapers, ink, a flat piece of glass, and a brayer had already been placed on a well-covered table. A demonstration of the inking and printing was given along with an explanation of the process.

The instructor picked up a linoleum block. "Why do you suppose the linoleum was glued to this block



progress and the introduction of new media and processes. At this time all pupils are asked to complete one thing with the new media. However, each pupil is given sufficient free time to develop any idea of his own.

of wood?" she asked.

A boy responded, "They put it on to hold the linoleum firm while printing, also to keep it from warping and to give a more even pressure. You can also put wooden braces around the block to hold it more firmly for cutting."

The instructor then braced the block on a table and with a small v-shaped gouge she explained thus: Use a small v-shaped gouge for fine lines or outlining. Always push the gouge away from you and from your fingers. A knife or razor blade may also be used for outlining. Use larger tools to remove larger expanses. When the design is completely cut, wipe the surface clean with a cloth dipped in kerosene. Place a small amount of printer's ink on the glass, roll the brayer over it until it is completely covered with a thin coat of ink. Then roll the brayer over the linoleum block, removing the ink from the brayer to the block as evenly as possible. Now place the block carefully on paper prepared for printing under which should be placed a pad of newspapers. The soft pad helps to make the block print more evenly. The printing can be made by stepping on the block, making sure to apply pressure evenly all over the block or placing it in the printer's press and turning the press tightly. As the teacher finished the demonstration and stepped back off the block, she removed it so the pupils exclamation of "Oh's." Their curiosity was aroused and the pupils were ready to try some printing. Pupils were given blank blocks of linoleum into which they might cut their designs and from which they might print their results.

Enthusiasm ran high. After experimenting for a time the group was called together to discuss the results. It was discovered that the design must be reversed on the blocks. Some one suggested that an easy way to do this would be to plan the design on thin tracing paper, then to reverse this, and to trace the design on the white shiny surface of the linoleum. Some one else had found it could be glued to the block. A boy who had practically cut away all his block discovered expanses must be cut deeper than narrow places and that undercutting caused the linoleum to break easily.

At the end of this period a challenge was thrown out to the class. What use can you make of this printing process? The next day the pupils

came to class bringing with them many ideas for the use of the block print as the following indicates: Barbara and Mary were on a Blue-Triangle dance committee. They could block print their programs. Bill, who was on the *Test-Tube* staff, thought some wood-cuts would help to renew interest in the paper. Jane had some old school annuals that had used illustrated cuts. She wanted to try cutting some for the *Analyst*. Others wanted to make designs for textiles, scarfs, Christmas cards, and wrapping paper. A boy who wrote poetry desired to illustrate his own poems. Another thought wood blocks would make attractive posters advertising the school carnival. Besides offering suggestions, many reproductions from wood and linoleum cuts were brought in. Other offerings included a block-printed textile, a poster, a pen and ink drawing, and an etching. The boys who brought the latter two confided that they had had a heated discussion in their respective homes as to what the drawings and etchings were and exactly how they were made. The whole class became interested because they had caused some debate among themselves.

Soon everyone in the class was enthusiastically at work on his individual problem. Each pupil had set a goal for himself, and he would try hard to reach it. He and his classmates were severe critics. They had seen many good prints. They had become acquainted with some of the great artists in this field. They had found great enjoyment in developing their ideas with a new material. They had gained their parents' interest through attempts to classify drawings, prints, and etchings at home.

## Music Appreciation

The class in Music Appreciation I for the first semester was a group of fifteen boys and girls ranging from freshmen to juniors. Several played the piano, one or two had had some experience in glee club, and one boy had sung with a dance band under night club conditions. The rest had

had no experience in the performance of music.

The laboratory high school encourages the election of one unit in the cultural arts. It is probable that this accounts largely for the election of the course by most of this particular group, although the situation still leaves opportunity for an expression of interest on the part of students in choice of the particular art course. Choice of this course by the majority of the group was probably induced by a growing interest in radio and screen personalities whose special skills are musical.

Such groups as this one are common in the smaller high schools of the Middle West. Such a highly heterogeneous group in musical ability and capacity, skill, background, and general intelligence offers a challenge to thoughtful, intellectual teaching. The instructional attack made with this particular group is by no means the only one possible. Indeed there may be as many different introductions as there are teachers of such courses. The procedures outlined here are an example of one reasonably successful attack on this common problem.

As a course in appreciation of music should begin with music, several compositions of widely divergent and sharply contrasted periods were performed for the class. An ancient troubador song, a Palestrina chorus, a Hayden Andante, a Liszt Rhapsody, and an acridly dissonant modern composition comprised the group. Only enough explanation was given to tie the compositions to their periods and relate them to the present knowledge of the students. Students were urged to defer decisions as to like or dislike but a simple device for the expression of attitude was used.

The attack was a shock to the class but was justified in that it worked reasonably well. The class quickly discovered that music tends to reflect the feelings and attitudes of the people of the given period and that there is much music of greatly varying types and moods. The principle that freedom of expression of likes and dislikes had best be tempered

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with a little deferred judgment had its inception of this stage.

It is of passing interest to observe that Schelling's "Victory Ball," created the greatest enthusiasm at this time. As very little of the story had been told them, it seemed likely that the musical qualities of the composition were the source of their pleasure. The Haydn Andante created the greatest dislike. For fear of giving a false impression of the class it should be mentioned that this group in later months expressed its greatest liking for the type of compositions which are to be heard regularly at non-subscription symphony concerts as encores, numbers such as the "Waltz of the Flowers" by Tschai-kowsky.

Following this introductory experience, a highly modified chronological type of historical attack was made. The barest essentials of general musical theory were studied solely for the purpose of setting up a usable vocabulary in discussion and reading. Much music was sung by and played for the class and all discussion and collateral reading was related to or drawn from the musical experiences. During this early period two facts were disclosed to the instructor: (1) that the class had little initiative in searching for illuminating information about the music experienced, and (2) that few of the members of the class knew anything at all about formal concert or recital hall procedures and manners. To meet these elemental needs it was decided to ask the class to sponsor and present the music organizations of the school in their regular October music convocation. They responded with enthusiasm.

General discussion of the problems involved led the class to organize forces in this manner. The class was divided into three groups assigned to these general phases, program notes and comments, set designing, and stage and program management. The class acted as a committee of the whole to settle problems of policy and dovetail the activities of the smaller groups.

Five organizations were to appear, two instrumental and three choral,

each presenting four or more numbers. Much of the music performed was drawn from the lists of the National Band, Orchestral, and Vocal Associations. As all music directors know, much of this music is recently composed and very little information concerning it is available. However, the publishers readily sent their advertising bulletins and the conductors of the organizations were interviewed. In the case of the poems of the choral works, English teachers were ready with information. Of course much information about the "standard" composers represented was available. All in all, material greatly in excess of the need was accumulated. Reduction of this material to usable form and length was a problem of genuine difficulty for these students.

Two major problems remained for this group. The first was the formulation of a music slogan or theme for the whole program. Although not surprising, it was gratifying to the instructor that the group should desire to express one of the class principles, namely that everyone may gain pleasure and benefit from music, and that in this great heritage each may find some music of genuine value to him. The second problem involved the choice and training of a commentator or reader whom they designated as the announcer. The instructor made his most serious error here in not exerting his influence more energetically. Mary was chosen instead of Louise, the really capable one; however, Louise gave Mary excellent help and coaching.

The second group had as its problem the designing and construction of sets for the stage. The third committee had decided that it could stage the whole performance by using an act curtain at the front of the stage, a traveler (which, however, was used as a drop) one-third of the depth of the stage, and a second traveler left in permanent position about two-thirds deep. The set committee then had three problems. After many suggestions had been made, both practical and impractical, it was decided to develop a large lyre for the act curtain, silver notes for the first traveler, and a staff with clef and

six notes of our school song for the second traveler.

The construction of the staff and the frame for the lyre was a comparatively simple task. Strips of soft wood, 1" x 4", were cut in the shop and quickly put together by the boys of the class. The staff was made in two sections and hinged, care being taken that a bar line coincided with the hinge line. Expert help from the art department was needed in designing the clef, notes, and lyre, and the advice of nearly every paint and art store in the city was enlisted before a decision could be made as to the material suitable for those designs. Upson board was settled upon as the best available material. Two coats of aluminum paint caused these designs to stand out effectively against the dark velvet drapes of the stage. Silver ribbon was used for the strings of the lyre.

Program building was the major problem of the third group. Many programs were located in *Musical America* or found in the instructor's files and used as the basis for the formulation of principles. Decisions were necessary as to the arrangements of numbers within groups and as to the ordering of the six groups. (The band appeared twice.) The practical problems of stage management also required consideration. Interviews with the conductors were necessary before the program could be organized completely.

Incidentally the instructor remained in the pit throughout the performance playing viola with the orchestra. The program organization will be found on page 108.

Evidence accumulated through the semester showing that habits and techniques of searching for supplementary information were developed. There can be no doubt that the personal interest of the group in the success of the program made it highly conscious of the manners and attitudes displayed by the school audience. Subsequent discussions drove home the need of good manners in the concert room. Finally, it is felt that the experience was justified from the point of view of practical correlation of several fields of activity.



# In the Area of the Practical Arts

## Business Education

This area of business education in the laboratory school reveals to its students many of the common and unique phases and principles of transactions performed daily by business organizations and by individuals in their social and economic activities. The training in this department gives information and opportunities that will later enable the students to perform tasks and to make decisions pertaining to business with facility and with an assurance of correctness.

General business training perhaps more than any other commercial subject accomplishes the above objectives. On one occasion the class visited the local telephone office. The following day one of the members remarked in class, "I am sure I would not make a good telephone operator or any other kind of worker using a telephone because I don't have enough patience when things go wrong." The comment started the class discussion on the uses of the telephone in our everyday life. Statements were given regarding the absolute necessity of a pleasing voice and the need for the use of good English in a telephone conversation. The class agreed that good English and patience are needed in about everything we do. The person who started the discussion said, "I know that patience and courtesy are far more important than I thought they were."

The class visited the express office where they saw men handling quickly many packages of different sizes. The speed with which they were handled prompted one member to exclaim, "I can readily understand why we need to pack and wrap packages carefully—they are handled so rapidly!" When the agent told the class that Terre Haute serves as the gateway for express into the Southland, one boy became so interested in the work of the company that he

asked for information regarding employment with the company.

Trips like these are a part of the work in general business training. They stimulate immediate interest which is probably the greatest influence that controls learning activities. Business really is so attractive that it stimulates a variety of interests in the high school students.

Another phase of the work in general business training deals with the interesting and important subject of budgets. Every student in the class makes a plan on paper for budgeting his time. He keeps a record of the way

it. The practice of keeping neat and accurate records, which follows planning the budget, opens a new field of interest for some students and is continued in other activities in the bookkeeping classes. The pupils show particular concern in the units on social security record-keeping and the income tax return reports.

In general business training during the study of insurance a local insurance agent is invited to talk to the class about the various types of insurance. He points out some advantages of many insurance plans, and he explains in detail types of insurance appropriate for students of high school age. Frequently some students will report that they have taken out a policy which they believe is applicable to their needs. Emphasis is also placed on the importance of a savings and investment program.

It was a general business training



he actually spends his time and then compares it with his proposed plan for budgeting his time. This leads to the next activity in budget making—planning expenditures of money. Many of the students have an allowance which provides an immediate interest in budget making. They like to tell how they are using their budgets as a means of saving a definite amount of money for future expend-

student who told this interesting little story which demonstrates the practicability of the work. (The class had completed the study of the services rendered by the post office departments.) The student went with a friend to the post office to buy and send a postal money order. Her friend hesitated to fill out the application blank for the money order because she was afraid she could not do it

correctly. Our young friend said she was able to assist her because she had studied the form and had practiced filling it out in her business training class.

Someone has said that Personality Quotient is more important than the Intelligence Quotient. To say which of the two is of greater import could evoke a lengthy debate. Be that as it may, the fact is recognized that personality is an integral part of an individual's development and his success, both in business as well as in life in general. Statistics show that many persons lose their positions and

friends as a result of personality deficiencies. The advanced shorthand class or the secretarial training class is the logical place for intensive instruction in helping students to be personality conscious.

In addition to the incidental opportunities for furthering the interests in personality development, special traits that make up a pleasing personality are presented in a separate unit of work. At the beginning of the unit the students are given the following personality chart by which they may check themselves:

## Personality Chart

### I. APPEARANCE

#### A. Wearing apparel

1. Coat or suit
2. Dress

#### 3. Accessories

#### 4. Hat

#### 5. Shoes

#### 6. Jewelry

#### 7. Restraining Garments

#### B. Personal Grooming

#### 1. Hair

#### 2. Skin

#### 3. Brows

#### 4. Teeth

#### 5. Nails

#### 6. Make-up

#### C. Posture

#### 1. Carriage

#### 2. Walk

#### 3. Hands

1. Of conservative cut and color.

2. Of conservative cut and color. Modish but not extreme as to length of skirt and sleeve and as to depth of neckline. Even as to hemline.

3. Immaculate. Free from rip or tear. Feminine.

4. Modish and becoming but not rakish or bizarre.

5. Clean. Straight of heel. Conservative. (Fragmentary heels and toes in poor taste.)

6. Appropriate to the costume. Unobtrusive.

7. Girdle, brassiere, etc., when necessary.

1. Clean, vital, neat, suitably coiffed for daytime wear. Of natural color.

2. Clean and clear.

3. Following the natural lines.

4. Free from stain.

5. Well tended. Free from nicotine or other stain. Restrained tinting permissible if desired.

6. Restrained. Suited to daytime wear and to one's coloring.

1. Body erect. Shoulders back.

2. Toes in. Step light and springy.

3. Quiet. Avoidance of swinging in wide arc on walking.

### II. SPEECH

#### A. Voice

#### 1. Timbre

#### B. Diction

#### 1. Vocabulary

1. Pleasant. Well modulated.

1. Clearly enunciated. Restricted to accepted usage. Absence of slang or colloquialisms.

### III. HEALTH

#### A. Vigor

#### 1. Energy

#### 2. Stamina

1. Acquired by balanced diet, rest, and recreation.

2. Giving capacity for sustained effort.

(Personality chart continued on page 108.)

Climaxing the study of personality traits is the "Judgment Day." The students before class time think through the examples of pleasing personality traits that their classmates have portrayed from time to time. Complimentary criticisms are given orally. Constructive criticisms are written to the individuals who by their thoughts, words, and deeds, have invited the criticism and an effort to be charming is made by most of the students. This unit on personality traits results in making the students aware of the qualities that promote an admirable personality, and such awareness does encourage development because there follows a marked improvement in the ratings filled in by the students on the self-rating charts.

There are two kinds of people in the world "Those who *can* type, and those who *wish* they could type!" High school students, college students, professors, instructors, assistants, administrators, salesmen, reporters, proprietors, officers of eleemosynary organizations say they wish they could type. They want to know how to save time and to set up material in good form.

It is possible to write in longhand twenty words a minute with the pen. With much less energy the average person can double that rate using a typewriter. Besides learning to operate the keyboard with a certain degree of skill, typewriting instruction for personal use provides the following useful knowledges: business letter writing (composition, machine dictation, copywork), envelope addressing, use of carbon paper, simple tabulation, manuscript writing, bibliographies, writing of minutes, financial reports, and numerous others.

And so the business education department along with the other departments of the laboratory school is helping to further the democratic aim of American education which is to aid each student in finding and taking his place in society.

## Home Economics

Home economics education which really functions exerts a very definite influence in the home life of a com-

munity. We are striving to promote a functional home economics program in the laboratory school. This we attempt to do by giving the pupils a variety of experiences which we think will enable them to enjoy life more fully, improve home conditions, promote better relationships within the family group, and help them to do better the things which they must do anyway.

Descriptions of some of these experiences follow:

To help the pupils determine some traits which they should develop in order to bring about more peaceful relationships within their own families, a group in the Home Economics III class made a rating chart and checked themselves. Then they decided to try to improve some of their character traits, note the effect upon the family, check themselves again, and make a report of the results. The comments were very interesting. One girl said, "My little sister has been a constant annoyance to me. As I began to analyze the situation and check my own actions, I realized that she had been imitating me. Since I have changed my own behavior, she does not annoy me so much. Mother is quite happy about the change too." Another said, "Since I realize that I am not very popular because I cannot control my temper, I have been trying to exercise more self-control. I have more chums now."

In a room improvement unit girls did something to make their rooms more attractive or clothes closets more convenient. Dressing tables made of orange crates with gay chintz skirts, stools and storage boxes of large round cheese boxes covered with cretonne, accessory boxes, hat stands, garment bags, shoe bags, and old chairs with a new dress or a fresh coat of paint were some of the things made. These transformed dull drab rooms and made the girls eager to apply the paint brush or perform a miracle with a bit of cloth and some original ideas in other parts of the house. In most cases the mothers, too, caught a vision of what could be done at very little cost.

During a child care unit in the eighth grade community contacts

were made wherever possible. The superintendent of the Chauncey Rose School spoke to the class concerning the care and guidance given to the children in an orphan's home. Other groups in child care units have made toys and given parties for the children in the Day Nursery. In preparation for the parties the girls studied suitable games, stories, and foods for the children.

The home nursing course on child guidance and care which is for senior high school girls gave the pupils opportunity to study and visit community organizations such as the Child Welfare Association, the Tuberculosis Society, the Red Cross, the City

set up by the United States Department of Agriculture, labels on canned products were studied to determine the relation between the information given on the label and the contents of the can. This food was displayed with informative literature and placards accompanying it. Another section studied how to provide adequate food on different income levels. The class was divided into groups. Each group determined the size of the family, the yearly income, the place of residence, and then found the percentage of income which should be spent for food. Next each group made out sample menus for a week, made the market list, and



Conducting a Foods Institute

Hospital, and the Public Health Nursing Service. Thus the girls became familiar with the work of these organizations and the relation they bear to home and community life.

In this present age a girl must know more than how to sew a fine seam and prepare a meal. She either is or will be the purchaser of all household goods. It is not easy to get full value for money spent. Girls must learn to be intelligent consumers. In the advanced foods class while studying preservation of food, an extensive study of commercial canning was made. Fruits and vegetables were graded according to the standards

figured the costs according to the local food prices. The groups working with the income of eight hundred dollars or less decided that a family of five would have to live where they could raise a garden and keep a cow. But they had not stopped to figure the cost of feeding the cow. In addition to learning a great deal about adequate food at low cost, several expressed their appreciation for their own homes in which they did not have financial difficulties.

Another interesting problem in a consumer education unit was carried on by a boys' class. Each boy selected some commodity in which he was



especially interested and made an intensive study to determine how to be a better judge of quality. The information was secured from various references and investigations in local stores, and was organized and presented to the class. Some especially good findings were given concerning automobile tires, gasoline, wool clothing, hats, shoes, soaps, and toothpastes.

A class problem which is especially interesting and helpful for girls with limited means is the renovation of old clothing. Attractive tailored suits out of dad's or big brother's suits, skirts from old coats, blouses from worn silk dresses, and a new coat for little sister made from big sister's old one are only a few of the many articles which were made in an advanced clothing class. The same group made a study of ready-made garments. Dresses from a local store were borrowed and brought to the classroom. Construction, style, materials, and trimming details were analyzed and discussed in relation to cost.

An experiment in integration of subject matter with the social studies in the junior high school was quite successful. During a unit on the study of transportation the orange industry was one of the topics studied. A student teacher from the home economics department taught this phase of the unit emphasizing how our food supply is greatly facilitated by modern means of transportation.

Each problem or project described has helped to make the pupils more conscious of the opportunities afforded them in their own homes and communities for practice in improving home conditions, in promoting better relationships within the family group, in doing better the things which they had to do anyway, and in enjoying life more fully.

## Industrial Arts

Philosophy is something that few of us do anything about. We hear it, read it, and write it—but do we practice it? The industrial arts department of the laboratory school has assumed an attitude that a philosophy

not worth practicing is not worth stating. Therefore the following statements sum up what we believe and what we try to practice:

1. The industrial arts area should function in two capacities: (1) to provide new and varied experiences, and (2) to enrich experiences provided in other areas.

2. Pupils in the junior high school are provided contacts with as many different materials, processes, techniques, and sources of information as possible. On this level emphasis is given to the discovery and development of hobbies or interests, creativeness, and consumer appreciation.

3. Students in the senior high school should develop efficient work habits, skills, and knowledge of materials, processes, techniques, and use

5. While integration is not practiced to the extent of breaking down departments, we do realize its merits and practice it when the occasion arises. The work in this area provides enough flexibility to enable a student to make "our work" a part of his "other work."

6. We believe that no building is built, no voyage completed, no life successful without careful plans based on past experiences. We therefore plan our courses and follow them in so far as it is possible and profitable. Our courses are flexible and much of their actual planning is left to the students. In keeping with this philosophy the program of industrial arts in the laboratory school begins in the grades and extends through six years of high school.



of sources of information. Special attention is given individual pupils on this level in order that their experiences in this area may be consistent with their needs as indicated by their educational and vocational plans.

4. The natural interests of pupils are recognized at all times in the work of this area; however, many of the experiences grow out of pupil teacher co-operation and many of them are planned directly by the teacher.

The work in the elementary school is handled almost entirely by the regular teachers in the various grades, the industrial arts teachers serving mainly in an advisory capacity. When opportunities arise the industrial arts teacher often helps to plan and supervise work on units in which he can be of service. In addition one regular class is scheduled for mentally retarded boys selected from grades one to six. Their work is of a home mechanics nature, with special emphasis on consumer information and

appreciation. Whenever possible this group does much of the construction work necessary in carrying out units in their other school work.

Following the elementary school experiences the boys of the seventh grade class study a variety of crafts. Such crafts as leather work, wood and metal tapping, glass painting, cork work, metal modeling, model work, and archery are taught with the hope of developing hobbies and new interests. A general shop course is offered in the eighth grade. The 8 B's take woodwork and general metal (foundry, bench metal, and forging). In the 8 A class drawing, sheet metal, and electricity are offered.

The practical arts curriculum for boys in the senior high school is developed especially for boys who do not expect to go to college and who are interested in the mechanical and industrial activities and desire to secure experiences that will be of immediate, practical help to them.

The curriculum consists of the following required work: English, 3 units; mathematics, 1 unit; industrial arts, 4 units; science, 1 unit; social studies, 2 units; health and physical education, 1 unit; and elective, 4 units. Recommendations are made to pupils in the selection of electives so as to conform with their educational and vocational plans.

Recognition has been given to the needs of girls for experiences in this area and as a result a unit course has been developed. The contents have been very carefully selected and based upon the natural interests and recognized needs of girls in the home.

In the work for all grade levels various types of personnel organizations are used in order to give the pupils experience with this kind of responsibility.

The extent to which any philosophy can be successfully practiced is largely dependent upon the facilities available. If one is able to build a shop around a philosophy rather than a philosophy around a shop, he is indeed fortunate. This does not mean, however, that when building either we should overlook the possibility that we may someday want to alter both.

The industrial arts department of the laboratory school has been very fortunate. The rooms were carefully planned and tools and machinery bought with the purpose of carrying out a definite, practical philosophy. One other consideration was necessarily kept in mind. Since this shop was to approach the "ideal" for schools of comparable size an attempt was made to keep its facilities within the reach of such schools.

At the present time the industrial arts department consumes about 3613 square feet of floor space divided into two shop rooms, one small supply room, and one office and library combined. The library contains about six hundred volumes besides much "free material" and many visual aids which indicate the recognition given to related and technological phases of the work.

The large shop which is approximately 25' x 92' is devoted largely to woodwork, foundry, bench metal, forging, and concrete and is equipped

with the following light-weight machinery: drill press, small tool grinder, jig saw, wood lathe, metal lathe, forge, foundry furnace, table saw, and band saw. To this shop will be added one wood lathe, one metal lathe, a grinder for dressing castings, and a jointer. This equipment makes possible a proper balance between hand work and machine work.

The small shop which is approximately 23' x 40' is equipped for drawing, sheet metal, and electricity. In this shop there is a combination breaker and form roll, a metal shear, a spot welder, a small post drill, and a wiring and burning machine.

All equipment is movable, which provides greater flexibility. The hand tools are of standard make and are suited to both junior and senior high school students. The tools are adequate for handling twenty-five to thirty boys in a general shop or up to fifteen or more in a unit shop. Most tools are kept in a centrally located tool room.

The program in industrial arts is quite extensive and broad in nature—it is flexible and yet rather definite objectives are established to give it direction and stability. Much use is made of community resources and we feel that such a program makes a very definite contribution to the educational experiences provided by the modern school in helping boys and their own interests and abilities and the complex industrial age in which they live, but for many pupils it serves as a medium through which they are able to interpret school experiences in other areas.

# In the Area of the Sciences

## Mathematics

The mathematics staff of the laboratory school is conscious of the fact that the speed of life is under the control of temperature; that life is change, action, and movement; that change is constant, and that catalysts guide and accelerate change. To appreciate how constant change is one must only study the development of an idea. In mathematics changes in emphasis on objectives, selection of materials, organization of subject matter, and methods of procedure have been the greatest in the junior high school because it has no traditions. The selection is largely on the basis of usefulness in everyday life. The method involves intuition and experimentation and tends to unify arithmetic, algebra, and geometry.

Only the simplest form of mathematics for immediate practical use is of value to the masses. The practical value of advanced mathematics to the masses comes indirectly through the work of a comparatively few specialists in the form of new discoveries and new inventions. Only a few Americans fail to receive benefits from Edison's application of mathematics to electricity. Every man needs to count his change and to know about borrowing and investing money, about installment buying, about computing his taxes, about keeping his personal accounts, about insurance, about drawing to a scale, about size and shape, and about the graph and the formula.

These involve the fraction as to concept, skill, and understanding. It is to be seen as an entity as well as in its ramifications. Some of the activities of the class in studying the fraction have to do with its origin, parts, and principles before it is used in applications. The word *fraction* comes from "fractio," a breaking. A whole number has been broken up into parts and so many have been taken. One may think of a fraction

as an indicated division, a quotient, or a ratio. It shows a number to be divided by another, or a result of division, or a relation of one number to another in size. It has two different parts. The terms called the numerator and the denominator, and the fractional sign — the sign of division. The purpose of the numerator (from *numerare*—to count) is the answer to how many. The purpose of the denominator (from *de* + *numerare* — to call by name) is to name each part, show size of part to the whole, and tell how many parts the whole has been divided into. To play the game of fractions it is necessary to have rules as strict as those of the officials of basketball. If equals are added to or subtracted from both terms of a fraction, its value is changed, if the terms are multiplied or divided by equals, its value is not changed. The idea of the fraction as a ratio is used in per cent—by the hundred or so many to the hundred. It is used as a ratio when the cook increases or decreases the recipe. It is used as a ratio in measurement, direct and indirect, via straight lines to the arcs of great circles to the idea that distance from a habitable speck on the universe to another planet is measured in light years.

Although it is known that a great majority of the school population eventually will become clerks, auto mechanics, machine shop workers, farm workers, stenographers, or housewives, that does not mean they should not be exposed to some of the things of a mathematical nature found in man's environment. Symmetry is found in leaves, butterflies, snowflakes, and man. Geometric design is found in nature and used by man in buildings. If it is at all possible, the appreciation of the way in which mathematics enable man to master the elements of his material environment should be developed. As Dr.

Elliott says—"Our system places too much emphasis on teaching the child that two and two are four without teaching it to him in the light that he may be better able some day to learn and understand the binomial theorem." If you stray through curiosity into the field of science, there will be revealed that man lives in a world based on mathematical laws as seen in falling bodies, measuring the distance to the moon, determining the path of a comet, calculating the time of an eclipse, or, as in the case of E. C. Thrupp, predicting earthquakes and sun spots—he challenges Newton's law of gravitation.

The practical value of mathematics varies with the individual. It has value for the banker if it aids him in the solution of his problem and for the carpenter when he cuts two pieces of timber to fit at right angles. The ditch digger will need only a few elements of the subject while the physicist needs a profound knowledge. The specialist in the financial world needs a knowledge that is extensive including the series:

$$1 + \frac{1}{r} + \frac{1}{r^2} + \frac{1}{r^3} + \frac{1}{r^n}$$

This is another use of the fraction as a ratio, and this type of series is introduced in the senior high school. It is not possible to give the senior high school pupil sufficient knowledge to make the application but he can be taught the elements which underlie it. He can get an impression of the force and accuracy which will lead to an appreciation of the benefits of its application to society. He will see that the uses extend beyond the material environment into the social environment through such studies as economics, sociology, and psychology which require a knowledge of statistics.

The secondary school should give those pupils who have a high degree of mathematical ability a mastery of the elements and methods that will make it possible for them to specialize in mathematics and related fields. It is essential to master the geometric techniques of thinking so that one is prepared to think his own way through the complex problems he



now meets and will later face. The ability to formulate a plan of attack is more important than the ability to recall facts which may be found in books. "It is more difficult to be intelligent than to be shrewd, and it is certainly harder to generalize wisely from information than it is to be informed."

"The kind of world we want to live in is a matter of private opinion and political ideal." The more cylinders an engine has the more power to shorten distance without effort. For a student of mathematics a mathematical vocabulary is of practical value. But notice the non-mathematical books and magazine articles using curve, positive, negative, arcs, graphs, diagonals, parallel, "political algebra," and "saved from a fall by the slide rule." The thought process in mathematics is not different from that in other fields. It is based on absolute hypothesis. If there is an error in reasoning, the conclusion cannot be absolute.

So the uses of mathematics extend beyond the material environment into the social environment where trained intelligence and capacity to analyze as well as to gather data are indispensable to serious effort to deal constructively with the problems of society. Although many things are matters of taste and opinions, the past becomes a means of enrichment and understanding of the present. The only time in which we like to live is the present. The hardest job is to get people to look ahead and to quit putting off things that deal with the future.

These comments of the mathematics staff of the laboratory school attempt, at least in a vague way, to show some of the concepts that pupils deal with through their classroom activities and the methods used in understanding and contributing to their position in this mosaic world of ours. "In every little theater of life, the scenery is set, the players take their roles, the plot unfolds."

## Science

The dictum of an ancient Spartan king has become the fundamental

principle of modern education, a statement, in fact, of its chief objective. Agesilaus is reported to have said, in substance, that the youth of his country should learn to *do* in school those things that they would practice when grown up. This statement with its implications involves the seven cardinal principles or objectives of education as given in the report of the Committee on the Reorganization of Science in 1920. It is in keeping with the modern view that education should equip the learner to "do better the things that he is going to do anyway," or with the definition that education consists in "knowing the tools of one's trade and how to use them." In short, it is but another way of saying that education is the improvement of the individual's ability to adjust himself to his environment in school and out, which adjustment, according to Herbert Spencer, is life itself.

Pursuant to this objective of inculcating the habit of skillful life-adjustment in the pupils, the activities as outlined below have been used in the science department with a reasonable degree of success:

### GENERAL SCIENCE, GRADE SEVEN

In a survey made by Dr. Malan, of the college social studies staff, and one of his classes it was disclosed that a large per cent of the children in our district live in very unattractive homes. These children had never been conscious of the fact that they themselves could improve their own surroundings. This was the occasion for introducing a unit in the junior high school on "Beautifying Our Homes."

The annual appeal of the city officials to clean up the city makes a very good introduction to this unit. Following a discussion on cleaning up the yards and alleys, the children are taken on a tour of the neighborhood to observe the different homes to determine why some are more attractive than others. (On this trip care is taken that no unfavorable comment is made about the home of any child in the group.) These homes are compared and from observations, discussions, and reference material the children set up a standard for making homes neat and attractive.

Then each child grades his own home by this standard. From this check up he begins to plan how to improve his yard and his surroundings.

The first step is to make a drawing of the house and lot showing the frontage and depth of lot, the direction the house faces, and the trees and shrubs in the yard and along the curbing. Using what they already have as a nucleus they make their plans. If the child wishes, the teacher goes to the child's home and looks over the situation and helps the child in his planning while actually on the ground. The child is encouraged to make his plans very simple until he has had experience in taking care of a lawn and flowers. If the task is too difficult, the child may become discouraged.

The following are some of the many understandings the children develop in this unit:

1. There are different kinds of soil.
2. The county agriculture agent will test your soil and give you advice about it.
3. Some plants need very fertile soil, others do just as well in poorer soil.
4. There is a large variety of flowers one can plant and enjoy.
5. Some plants must be planted every year (annuals), others need to be planted only once (perennials).
6. Some plants bloom early, others late.
7. Some plants are used for foliage.
8. Plants need to be cultivated.
9. In planting flowers you must consider height of plants, color of blooms, time of blooming, and the kind of soil the plant needs.
10. Some plants are for cutting, others for ornament.
11. A vegetable garden can be as neat and attractive as a flower garden.

Not all but many of the children keep their interest in their gardens and yards. They come back to the reference books and the teacher for help and to pass on any experiences they think might be interesting.

Some of the outgrowths of this unit are:

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1. The children enjoy knowing the common plants.
2. They take the responsibility of caring for their yard or part of it.
3. They enjoy exchanging seeds and plants with their friends.
4. There is a desire to have more permanent plantings.
5. There is a desire to grow plants in the house during the winter.
6. Many parents have begun to work with the children in their yards.
7. A home can be kept neat and attractive even though it is small and unpainted.
8. Children learn to respect other people's property.

#### PHYSICS AND CHEMISTRY, GRADES ELEVEN AND TWELVE

Because we believe that real knowledge is first-hand and information second-hand, the emphasis in the teaching of the physical sciences in the secondary school is mainly an actual, rather than a vicarious, experience.

On several occasions the following procedure has been used in the teaching of the principle of falling bodies:

The question is raised in class as to which would fall to the ground faster, a light or a heavy object. Immediately conflicting opinions are expressed and answers offered. One student suggests making a test by dropping two objects of unequal weight from a point such as a fire-escape or window.

This is done. Students of the class act as observers on the ground and someone is delegated to drop the objects from the decided height. After the experiment has been made several times, the students return to the classroom for a discussion. Even after having seen the evidence there are still

some doubters just as there were when Galileo performed the original experiment from the Leaning Tower of Pisa.

The students themselves then review the facts and eventually come to the conclusion that barring experimental errors and some resistance from the air, the weights of the objects do not affect the rate at which they fall to the ground. All this is done before any "book learning" on the topic has been undertaken.

The above activity is given merely as an example of the problem-finding-problem-solving procedure used in certain phases of the work. In addition to such activities much demonstration and individual laboratory work is given in both physics and chemistry. Throughout the course an effort is made to build these subjects into the community life of the student by means of trips to power plants, chemical corporations, and water works. The lecture and the formal recitation procedures have been practically discarded.

#### BIOLOGY, GRADE NINE

In order to foster and encourage an active interest on the part of the pupils in the plants and animals of their environment, the classes in one phase of their work organize what they have been pleased to call the "Discovery Club." Organized field trips are made when feasible, and, in lieu of such trips by the class as a whole, the individuals or groups go at will upon "exploring expeditions" during the week-end. Sometimes they are asked to look for specific things, as, for example, specimens of plant life that illustrate seed-dispersal. On Monday they bring in their finds and they have "Discovery Day" on which occasion each "explorer" exhibits his

specimens to the class, gives place and date of finding, points out striking characteristics, discusses any special problems connected with the find, and names and classifies his specimens, if possible. At this last point, especially, the aid of the textbook, of references, and of the teacher is often invoked. The "discoverer" hands in a record of his "discovery" which is filed away to his credit. If the specimens are deemed worthy of a permanent place in our collections, they are labelled and stored in their proper places. Thus they will become a part of the "museum" of which we now have only the nucleus.

It would seem that such activities as those described above might contribute to many if not to all the aims of science training that make for skillful adjustment to life. Real knowledge—not mere book learning—which Thomas Huxley called a "sham and a delusion" is acquired more readily from a personal acquaintance with facts. The habit of the "keen eye" and the attitude of the "appetized intelligence" are both necessary to the sensing of a problem in a given situation. The ability of the trained mind to discount superstitions and unfounded beliefs, to trust authentic evidence, to overcome prejudice and intolerance, to suspend judgment, and to think through to the solution of a given problem is one of the most important objectives in the teaching of science.

With all these aims or objectives in mind the science department in the laboratory school tries, at least, to offer the student experiences through which he may grow into the habits and attitudes of a skilled "living technique" that can well be of value to him throughout his life.

# In the Area of the Humanities

## English

A few fundamental principles characterize and unify the English courses in the laboratory school where various methods of instruction are developed according to the special interests of pupils and teachers. Recognizing the dignity and worth of the individual pupil, the teacher plans a course that will encourage mental and personality growth, the mastery of certain language skills that will be valuable in everyday living, and the appreciation of the fine arts that may enrich experience.

The English classroom is conducive to informal and creative activity. The room is made pleasant by soft drapery at the long windows and growing plants on the broad window sill. On tinted walls are hung literary maps and pictures selected because of their appropriateness of subject or artistic value. A bulletin board along one side of the room displays the pupils' written or illustrative projects and the teacher's own material for stimulating interest in related activities. Colorful book jackets above the blackboard and open book shelves invite the girls and boys to the reading of books.

When a class is in session, the degree of informality is in accordance with the age of the pupils, the size of the class, and the purpose of the particular unit being studied. At all times there is a feeling of democratic co-operation and parliamentary procedure is used whenever the subject matter permits the class to act as an organized group or club. During the supervised study period there is a kind of "controlled freedom" that allows pupils to move quietly around the room so that they may use the unabridged dictionary, book lists, or reference material and have conferences with teacher or other pupils.

Each pupil presents an individual problem. At the beginning of the year

the teacher becomes well-acquainted with each pupil and tries to establish rapport that will bring about confidence in her and a desire to learn. Usually a friendly letter to the teacher or a brief autobiographical paper on special interests or hobbies is written during the first week. The pupil understands that the purpose of this assignment is to introduce him to his teacher. Class discussions and personal conferences reveal further the family background, experience, and



needs. In a small school, such as the laboratory school, information may easily be gathered through conferences with the faculty and parents or other members of the family.

Standard and diagnostic tests are used to determine the achievement of the pupil and the work that he should do toward mastery of the skills essential for good speaking, reading, and writing habits. The course is then planned so that the ability and particular needs of every pupil are considered. Superior stu-

dents are sometimes exempt from class assignments in order to pursue open activities more challenging to them. Pupils who are very weak receive additional assistance from the regular and student teachers. Throughout the year the pupils are given opportunities to plan their work and evaluate their progress.

Today the course in English includes far more than recognition of words in reading, spelling, principles of grammar and rhetoric, penmanship, and study of a small number of literary classics. Modern psychology, sociology, and economics have affected the approach to English and have brought about a difference in emphasis and interpretation of the language skills as they may best equip man for living with himself and

others. Moreover, the radio, theatre, motion picture, newspapers, magazines, and current literature have broadened the course to include all the common forms of communications.

Pupils are encouraged to think for themselves, and, by critical analysis and comparison, to set up standards by which they may judge the purpose and merit of what they see, hear, and read. The older pupils learn to recognize insincerity, biased news, and the tremendous influence of propa-



ganda. Also, through the observation of speaker and audience attitudes, the pupils learn how to select, organize, and present information interestingly and effectively. Communication is conceived both as a practical skill and as a creative art.

Free reading has an important place in every English class. Although the books studied by the entire group are those which the teacher or the state course of study has selected, those read outside class are chosen by each pupil. There is no required list for leisure reading. By bringing good books into the room, commenting upon authors and their writing, using bulletin boards for providing colorful or clever illustrations, and arranging for informal book chats among the pupils, the teacher suggests that which the pupil may enjoy and find valuable. Book reviews have for their purpose sharing both the authors' and the readers' experiences. Through the free reading program, the teacher wishes to create a love of reading and an appreciation of good literature that will extend beyond school life. Occasionally the library becomes the classroom as girls and boys learn to master the library tools. In the modern school instruction in the use of the library has become a part of the course in English.

Magazine reading receives recognition and guidance in the advanced classes. Pupils learn more about magazines by visiting news stands, classifying magazines according to subject, making comparative studies, following individual or group projects in interesting surveys, and reading several articles in current periodicals. While their knowledge of this market of literature is broadened, their sense of discrimination is developed. They become wiser consumers as well as more intelligent readers.

Both the radio and the motion picture contribute to the English class that considers an appreciation of these as valuable to the purpose and activities of the course. As current programs are analyzed, or as recent films are discussed, pupils easily recognize their school activities as a part of their life. Such discussions

and comments form the basis for much oral and written composition. Furthermore, the enjoyment of seeing a motion picture such as *Wuthering Heights* or *Captains Courageous* and of bringing discussion of it informally into the classroom frequently leads to the voluntary reading of the book.

Often units are planned to integrate related activities so that the various phases of the subject are vitalized and the whole purpose of the course is made significant.

An unusually interesting unit of last year in the laboratory school was a project built on the study of *David Copperfield* in the ninth grade class. While reading and becoming familiar with the life and personality of Charles Dickens, the pupils learned English customs and traditions. Discussions of four o'clock tea led to the suggestion that the class entertain their parents and faculty with an English tea. To the great satisfaction of the guests and class members, crotchety Miss Betsy Trotwood, David's Aunt, became the official hostess, and the children enthusiastically searched their story for hints and suggestions for the party.

Through a discussion of social customs or etiquette, the class learned the duties of host and hostess, the responsibilities of entertaining guests, and the proper form of introductions. Here was also an excellent opportunity for study of conversation and good speaking.

The short program, planned and presented by the pupils, made use of special talents and interests of individuals in the class and provided a natural opportunity for them to appear before others.

A committee of girls who were taking the home economics course prepared and served the tea. At the classroom door assistant hostesses welcomed the guests and introduced them to members of the class and to other guests.

In the eleventh grade class, the pupils' interest in dramatics and radio initiated a radio unit and a broadcast for American Education Week, the problem having been presented and discussed in class. Under the guidance of the teacher the group

considered the possibilities of a variety program illustrating school activities, a debate, and a panel discussion. It was finally agreed that an original play would be far more interesting and effective although it would probably require more preparation.

Before writing the play the pupils examined and discussed the principles and practices in our present-day schools. Curriculum and extra-curriculum opportunities in the laboratory school were briefly studied. Pupils thought of reasons for the state requirement that a child attend school until his sixteenth birthday. In addition they reviewed their own reasons for wishing to continue in school after that time. Finally they selected as examples a few of the more outstanding activities that would serve to explain or to illustrate the principles of modern education.

Setting, plot, and characters became the next problem. To contrive a realistic and natural atmosphere, the class decided to build the skit around a scene from family life just after the evening meal, the three children representing in their ages an elementary school, a high school, and a college. Relationship between school and parents was illustrated through the mother's invitation to give a talk on education at a Parent-Teachers' meeting. Enlisting the services of her family, she developed through the comments and the general conversation a concept of modern education in principle and practice.

A general idea of the whole play was worked out by the pupils' thinking of the effective speech for each character and dramatic interest. Very soon the class realized that character portrayal through conversation required special techniques in writing and speaking.

A special committee met outside the class period to finish writing and to rehearse, but the whole class was in the college studio when the play was broadcast. Beyond the actual value in composition and dramatization there had come to the group an experience in co-operation and a realization on the part of the pupils themselves of the essential principles

of education together with an evaluation of their own school experiences.

These units illustrate one of the methods whereby the English teacher in the laboratory school plans to unify the varied activities of the course and to make the work an attractive and significant part of everyday experience.

## Foreign Languages

The laboratory school endeavors to offer a program which provides for the training of the average American high school boy or girl. While emphasis is given to the so-called practical subjects, yet we believe that to many students the cultural subjects play an important part in their education.

In the following pages a brief statement is given concerning the two foreign languages that the laboratory school offers.

The students of French in the laboratory school are given an opportunity to contribute to the fuller life of the community through the vocational, cultural, and recreational values which the language possesses.

The most obvious practical values derived from the study of French are, of course, its uses as a means of communication, interpretation, and understanding. Since one of the purposes of our school is to prepare the boys and girls for their future vocation, the study of French is useful in enabling them to secure positions in the business world. Students possessing a knowledge of this language may find positions in government service, department stores, hospitals, libraries, banks, millinery shops, and hotels. In such professions as medicine, journalism, radio announcing, and teaching a knowledge of French is a distinct advantage.

The study of French enables the student to become acquainted with the intellectual and cultural life of the French people. In other words it promotes national understanding and helps the student to acquire a cosmopolitan viewpoint.

One of the major objectives in the program of American education is wholesome employment of leisure

time. The high school student who is studying French has a fine opportunity for such enjoyment in after-school life by reading or continuing the study of that language.

With these purposes in view, the direct method has been emphasized in the laboratory school. The reading material has been carefully selected in order to give the pupil the opportunity to hear, learn, and master this material. Great care is given to French pronunciation for the ability to pronounce well creates a desire to use a foreign tongue and to learn more of the people whose medium of expression it has been for centuries. Great is the variety of cultural activities which make the study of French as profitable as possible. For his reading the student of French

quarters are suggested. The students are encouraged to attend films in the foreign language, to listen to foreign radio programs including opera broadcasts and concerts whenever possible.

Many types of projects are carried out in a French classroom in addition to the regular study of the language. Projects on famous castles or churches, museums, a river, a city—its life and tradition; great men of the country; pictures, post cards from trips; contributions to science and invention; history, as told by postage stamps and coins; contributions of a foreign language to English.

As part of a project on French art by the French Club of our school, the students discussed and studied paintings by Millet, Puvy de Cha-



has at his disposal books based on foreign civilization, fiction, biography, travel, and history as well as French newspapers and periodicals. Photographs, posters, post card views, travel-folders, guidebooks, programs, menus, catalogs, models, dolls in costumes, stamps, coins, children's books offer a variety of sources for the preparation of scrapbooks, models, and collections by the students which can be used in school exhibits. Visits to museums, libraries, churches, stores and shops, restaurants, and foreign

vannes, Lebrun, Corot, and others. Then with the co-operation of the music department, a program of tableaux, representing the masterpieces of the above artists, was presented at a convocation and for local organizations.

The Latin department of the laboratory school is endeavoring to develop a fuller and richer understanding of our life today. Through a study of the language, customs, and the political, social, and economic attainments of the Roman people we are

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able to understand the contributions made to civilization by the people.

By means of imaginary trips through Rome and the adoption of a Roman boy and girl, the students of the first year class are given an opportunity to study the various phases of Roman life. A study of the lives of famous Romans leads students to become acquainted with such qualities as patriotism, courage, fortitude, integrity in public life, uprightness in private life, obedience to authority, frugality, simplicity, a feeling for justice, and pride in worthy achievement.

To help them with the solution of present-day social, political, and economic problems the students of the Cicero class study such problems as comparison of the aims of political methods in Rome with present methods, comparison of the aims of political parties in the Roman state with present political parties, comparison of social reformers and radicals with representatives of radical and labor parties today, comparison of ancient and modern class struggles. With the development of an historical perspective with reference to political and economic background, with constant comparison with present-day conditions, and with the development of a right attitude toward social institutions, we hope to train for better citizenship.

The study of Latin in high school helps to meet the need of an American student to extend his linguistic horizon by discovering that the more he learns about the important ancestor of English the better he can understand and use many English words. A study which enlarges the vocabulary and leads to a more discriminating use of words is beneficial to all groups of students. For this reason a great deal of emphasis is placed upon derivatives. Students are assigned such Latin words as school, family, human body, for which they find all the possible English derivatives. Notebooks in which the students write a list of Latin derivatives found in English, history, music, science, mathematics, newspapers, and magazines are kept. Not only derivatives are listed but also such common

expressions and abbreviations as A. D., A. M., i. e., P. S., via.

Another one of the purposes of the Latin department is to make the Latin of practical value to the students by helping them interpret the "so-called" commonplace things about them. Advertisers assume that their readers have a knowledge of classical mythology. By means of imaginary trips through magazines and newspapers and actual trips in the community, students find that we can sleep on Argos sheeting, starch with Argo starch, write letters on Venus writing paper with Venus pencils, and buy the *Hygeia Magazine* at the Parnassus Book Shop. For the cook there are the Vulcan gas range and Hercules matches, for the beauty specialist there are Venus curling irons and Pandora powder, for the baby there are the Hygeia nursing bottle and the Jupiter hot water bottle, for the autoist there is the Hades hot water heater. Through the study of mythology the students learn the significance of the picture of Mercury found at the florists, at the telegraph office, and on top of a local bank. An interpretation of the many other phases of everyday life is continued through all four years in an endeavor to make life a little richer for each individual.

While some phases of the study of Latin may be emphasized more than others in certain years, at no time is the study of the language itself neglected. Throughout the entire course attention is given to all the phases, and each year a constant effort is made to adapt the subject matter to the practical needs and varying abilities of the students.

In conclusion we may say that the study of a foreign language contributes to a better command of the English language through the habits of accuracy, the proper appreciation of grammatical forms, and the desire for precise expressions of thought. In other words, the purpose of foreign language study is not only to develop linguistic skill in various ways, but to enable the pupil to understand the geographical and historical importance, the institutions, and the customs of that particular country.

This will help him to acquire a cosmopolitan viewpoint and to make profitable use of his leisure time. Thus the values of cultural subjects seem to become of a practical nature at a time when intellectual interests must go hand in hand with commercial and political if we are to understand the people we are living with and do our share towards world harmony.

## Social Studies

Three years ago the faculty and administrators of the laboratory school developed a philosophy of education for the community in which they work. The article<sup>2</sup> set forth two significant trends—one of these being the demand for a changed school theory and practice to meet the needs of a democratic society and the other being a demand for sane experimentation in school practices.

The first of these trends has been adopted by the social studies group as its particular responsibility "in developing an informed citizenry, aware of the historical and geographical backgrounds, and familiar with the political, economic, and social institutions of the world in which, we live."<sup>3</sup>

We are convinced now that our teaching of the social studies needs to be more dynamic, more vital, and more functional if we are to give to our young citizens of today a kind of preparation that will help them meet the many and varied problems in their rapidly changing world.

The units of work that are reviewed briefly in this article have been taken from the daily work of the seventh, eleventh, and twelfth grades to show:

1. Co-operation among the individuals in a class to develop a democratic government for the group.
2. Co-operation among people in the United States to develop a demo-

<sup>2</sup>"The Laboratory School of the Indiana State Teachers College," *The Teachers College Journal*, Vol. IX, No. 2 (November, 1937), p. 19.

<sup>3</sup>Editor's Page, *Social Education*, May, 1937, Vol. III, No. 5.



cratic government for the United States.

3. Co-operation among people of the United States to keep democratic government working.

Seventh grade pupils in our school,

try to think of a slogan and a password for the group.

4. Have all members of the class to bring in suggestions or designs for a group emblem.

5. Have the members of the class

who wish to do so to write a song for the group.

6. Have the members of the class who wish to do so to write a poem for the group.

7. Have the members of the class to draw up a list of activities that can be carried on this year to make the school proud of the group.

8. Have the members of the class to work out some rules to guide the group.

Space will not permit a detailed discussion of the interest, the effort, the good will, and the happiness that poured into the class work the first two weeks of the term. Suffice it to say there has come into being in the laboratory school the Junior Sycamore Club with the slogan, "The Junior Sycamores Work Together." The pass word, NICAB, finally was made from the hidden letters taken from the three words in the name of the group. Hanging in the front of the room is the emblem, a twelve inch model of a sycamore tree made of sycamore wood and designed by the one boy in the group who had had difficulties the year before in



as in other schools organized on the six-six plan, generally find themselves in a maze of new situations that often become overwhelming to the individual for several weeks after the opening of school. So many habits and attitudes that have been developed in the elementary school for conduct in a single classroom seem to be inadequate in meeting the new problems and situations that arise; therefore, an earnest effort is made to have each individual in the class identify himself very quickly as a member of some important group. The group, of course, that offers the most immediate aid is the class group.

The seventh grade class this year set up the following list of activities for the group to do the first two weeks of the term:

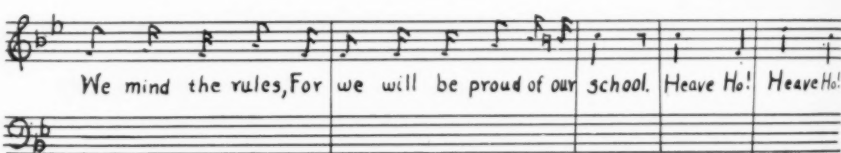
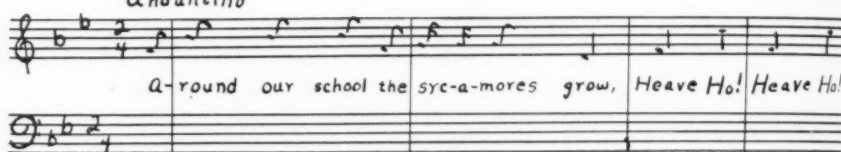
1. Have each member of the class get the autograph, the address, the telephone number, and the special talents of each classmate.

2. Have all members of the class try to think of a name for the group.

3. Have all members of the class

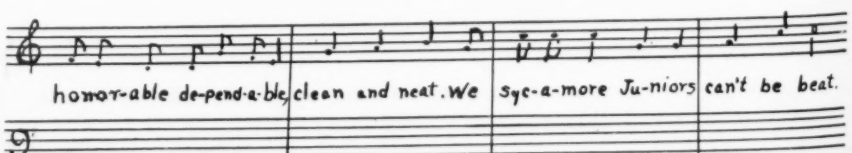
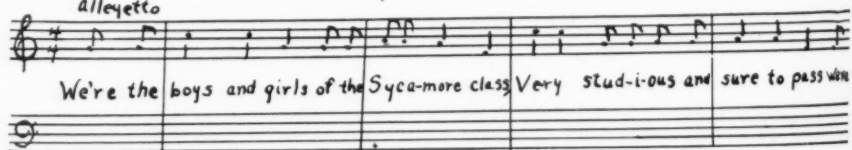
Doyle Coombes  
Andantino

Our Sycamores



John Frischman  
Allegretto

The Sycamore Juniors



assuming responsibilities. Perhaps the most happiness has come to the group from the singing of the lively class songs that appear on page 102.

The most comprehensive activity proved to be the making of a constitution that was worked out in the regular class periods by means of a simple parliamentary procedure. The Constitution of the United States was used as a model for the group's constitution. Such concepts as constitution, preamble, majority, minority, amendment, power of veto, and many others were developed and used. The Constitution has been signed and framed and is hanging with the emblem in a prominent place in the social studies classroom. The document speaks for itself—

## CONSTITUTION OF THE JUNIOR SYCAMORE CLUB

### PREAMBLE

We, the members of the Junior Sycamore Club, in order to be better school citizens, to be more sociable students, and to be better speakers, do ordain and establish this constitution for the Junior Sycamore club.

### ARTICLE I

The name of this club shall be the Junior Sycamore Club.

### ARTICLE II

The members of this club shall be the pupils, the student teachers, and the regular teacher of the seven "B" social studies class.

### ARTICLE III

There shall be no dues for this club, but funds may be collected when the need arises.

### ARTICLE IV

The officers of this club shall be a president, a vice-president, and a secretary-treasurer.

Section 1. The officers of this club shall perform the usual duties of their respective offices.

Section 2. The officers of this club shall serve a term of four weeks.

Section 3. The officers of this club shall be elected by secret ballot and a majority vote.

### ARTICLE V

Meetings of this club shall be held every Friday at 8:30 a. m., if possible.

### ARTICLE VI

Some of the rules for this club shall be:

1. Try to study earnestly.
2. Try to do the best work we can.
3. Try to obey the rules of the school.
4. Try to be present and on time each day.
5. Try to be polite at all times.
6. Try to keep our halls and room quiet and clean.
7. Try to take care of ourselves.
8. Try to be pleasant most of the time.
9. Try to follow the directions given to us.
10. Try to have our materials when they are needed.
11. Try to use our time in the right way.
12. Try to be loyal to our school.
13. Try to make our school proud of us by working well together.

### ARTICLE VII

Amendments to this constitution may be suggested by a two-thirds vote of the club, providing the regular teacher is present when the vote is taken. The teacher shall have the right to object to any amendment proposed by the members. The club shall have the right to pass an amendment over the teacher's veto by a three-fourths vote.

This constitution was signed on the twenty-fifth day of September in the year of our Lord, one thousand nine hundred and thirty-nine.

Seal

Signatures

The importance of giving students the opportunities for practicing democratic principles in their every day home, school, and community groups cannot be over estimated, but practice alone will not round out the experience. Students must be given a basis for an understanding of how these principles have been evolved for our present society. An historical approach to the second objective set up in the beginning of this paper is better done in the eleventh grade, be-

cause the youth in the secondary school has reached the stage in his career when it is essential that a knowledge of his responsibility to society is made understandable to him. It, therefore, becomes necessary in teaching United States history in the eleventh grade to deal concretely with such periods of national development as will make self-explanatory the profound respect that the students should have for the people whose visions made possible the document, the Constitution of the United States.

The unit of work which deals with the historical approach to the Constitution is called "The Basis of American Life" which involves a study of the historical setting preceding the formation of the Union and a detailed study of the Constitution. Attention is given to the organization and personnel of the Constitutional Convention where fine examples of unselfish loyalty, broad-mindedness, and compromise are found. The document is then studied in great detail. Finally some appreciation of the rights, privileges, and opportunities offered by a democratic government is stressed.

To supplement the formal materials used in teaching the history of the Constitution, a facsimile of the original document and an illuminated-lettered copy of the Constitution in booklet form are examined, library references are consulted, appropriate cartoons, posters, graphs, and charts are made, and famous portraits and pictures of the period are studied.

Although, at this stage, the pupils have actually co-operated to develop a democratic government for the class group and have actually studied and appreciated the type of co-operation practiced by the builders of the Constitution of the United States, another type of experience is essential, that of seeing democracy as it is working today.

In order that democratic government as set up in the United States may function, it is necessary that citizens understand the responsibilities and privileges accompanying it in order that they may have some basis for measuring democratic practices. This involves an understanding of the

philosophy of democracy as contrasted with the other philosophies such as fascism and communism. The privileges enjoyed in a democracy are made concrete and real. A consciousness of the responsibility that each individual citizen must bear, if the desirable privileges offered by a democratic government are to be retained, is stressed continually. In addition the future citizens are given some techniques for analyzing governmental practices, for understanding how public opinion operates, and for understanding how political parties function.

The political philosophies of fascism, communism, and democracy are taught first. The basic concepts are developed through class discussion based on uniform reading in texts and magazines, special reports, illustrations from current news, and vocabulary drills.

Then the privileges enjoyed by the individual in a democratic government are brought out by a comparative study of outstanding governments of the world. No teacher is sure that students really appreciate

the privileges offered them by a democratic government, but written expression in the form of a theme or summary may be proof that the student has an understanding of how he can co-operate with others to make a democratic form of government function for the good of all.

Propaganda accompanies the activities of all governments. To determine whether it is good or bad, illustration after illustration is torn into its component parts until the pupil is able to formulate a procedure for analysis of propaganda. How to combat propaganda is taught by the same method. An understanding of what public opinion is, what factors enter into its formation, the agencies that help to crystallize it, also, are taught by means of discussions based on reading, by interpretation of polls, charts, and graphs, by showing the public's reactions, and by an analysis of many illustrations.

As the political party is a well-organized institution growing out of differences in public opinion, a study is made of the nature, function, com-

position, organization, and practices of political parties. The topic offers opportunities for drill in many forms of written work, particularly outlining, chart making, and note making.

To summarize the unit's work each student is asked to organize and deliver a twenty to thirty minute talk on the topic, "How the People of the United States Can Keep Democratic Government Working."

More time and more thorough study are given to the three units reviewed briefly in this paper than to any other units taught in the social studies curriculum with the hope that the pupils will have an inherent desire—

1. To co-operate with other individuals in different groups to develop democratic principles.
2. To appreciate the co-operation that was needed to develop a democratic form of government for the United States.
3. To co-operate with other individuals in making democratic principles function today in the United States.



# In the Area of Recreation

We believe that the pupil must be educated physically as well as mentally in terms of himself as well as in terms of the social group in which he lives. This education should include the development of hobbies and avocations. We believe that every child possesses in some degree the ability to create, and we must try to provide the opportunity for him to find himself and his natural abilities.

Physical education is a part of the laboratory school curriculum from the first grade through the tenth grade. It is organized to make provision for sequence. The facilities for teaching physical education are a boys' gymnasium and a girls' gymnasium each 75' x 52', large dressing rooms, shower rooms, storage rooms, toilet rooms, and instructors' offices. Included in the yearly programs planned by the department are activities in sports, games, skill tests and stunts, rhythms, intramural and varsity athletics, health instruction, health service, safety education, and co-educational recreation.

In the study of housing conditions made of the laboratory school district in 1936, it was found that 54 per cent of the homes had no bathrooms. The facilities for showers have thus filled a need in the lives of many of the pupils. Each pupil is required to take a shower following each period of physical activity. In this same study it was found that many homes had no front yard and many of the back yards were unsuited for play. As the school is located in a downtown district, there are no playgrounds and only one small park. With the limited space where pupils may play "away from traffic," the development of recreational activities has been an important responsibility of the department.

## Program for Girls

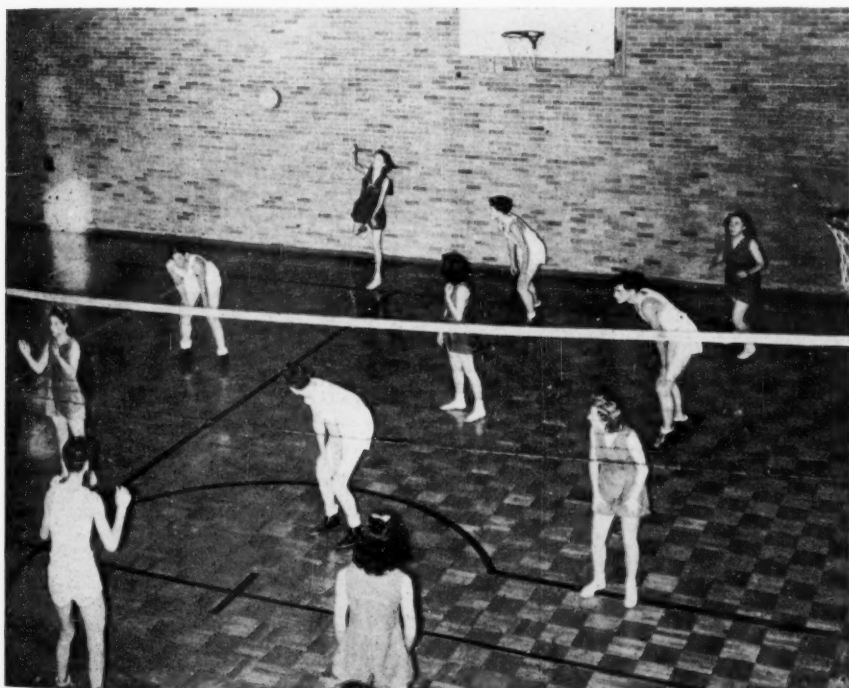
In addition to the activities offered in the regular class instruction period, a well-balanced intramural program has been offered to every girl in the junior and senior high school. The

intramural program for girls has been Association. This association tries to promote programs of athletic and recreational activities that shall meet their needs and stimulate interest in activities that will be suited to their ages and capacities. It gives all of them the opportunity to enjoy the games they like. Each girl will have the opportunity to make social contacts, to develop a group spirit, to practice leadership, and to develop skills which will carry over into the leisure time of adult life.

The objectives of the Girls' Athletic Association are to give each girl an opportunity to engage in some type of healthful physical activity, to provide opportunity for large groups to take part in active competition, to develop leadership, citizenship through sportsmanship, fair play, truthfulness, courage, and to provide for the use of leisure time.

The activities offered during the year include deck tennis, volley-ball, rhythms, table tennis, basketball, apparatus and stunts, skating, bicycling, baseball, tennis, track, golf, and swimming. These activities are carried on by the Girls' Athletic Association council which is made up of the president, vice-president, secretary, and the chairman of each of the sport fields. All of these girls are elected by the entire membership. The sport chairman is responsible for her sport during its season. She helps pick teams, arrange tournaments, and officiate.

The Girls' Athletic Association is primarily an athletic organization but it also has a social side. Play days are held for the other state associations at which time one hundred fifty to two hundred girls get together for a day of recreation and sociability. Recreation nights and mixers are planned by the girls in which the boys and girls enjoy wholesome recreational activities. This year the laboratory school is publishing the state news letter called *Sportingly Yours*. Each school sends news of its group to our association and our staff compiles and edits the letter.



## Program for Boys

The height, weight, age exponent system<sup>4</sup> is employed in dividing the boys from the seventh to the twelfth grades, inclusive, into major and minor classifications. Lists are posted of the names of boys in each group.

The major and minor classifications are adhered to with only two exceptions. One deviation is for the boy in the major class who has little ability or capacity and cannot compete successfully with the boys in his group. It is necessary for all teams in the major league to approve him before he is permitted to play in the minor circuit. The other variation is for the exceptional boy in the minor classification. If a major league team desires his services he is permitted to advance to the higher organization.

This method of classification tends toward more even competition for both boys and teams, which in turn aids in maintaining interest, effort, and self-improvement.

The teams in each league are scheduled by a combination of the ladder tournament idea and league play.

The teams are first arranged according to the time they are formed and handed into the intramural

manager. That is, the first team signed and entered starts at the top and the team turned in last begins at the bottom. A new team may join the league at any time during the season of a particular sport.

The team schedules are posted as play proceeds. However, at the beginning team one plays team two; team three plays team four; team five plays team six; etc. Thereafter the rounds following are made up by permitting the winning teams of the previous rounds to play the teams above them in the ladder standing, while the losing teams play the teams below them. The number one team, therefore, does not have a regular league game every other round and to avoid penalizing it in this matter, the team is given an opportunity to play a second varsity team or a choice of intramural all-stars.

With this scheme of play one can surmise that as the schedule proceeds the competition is destined to increase for the winners and decrease for the losers.

The professional baseball contract idea is used in the arrangement of team personnel. Each boy in school is considered a free agent in a sport gives to every boy the opportunity until he signs to play with or to manage a team. His contract is binding with that team until he is legally released.

Any boy that is a free agent may organize a team for himself if he can get the required number of players to sign with him in that sport (i. e., seven in basketball, twelve in softball, etc.). Once a manager's team contracts are turned in to the intramural manager all contracts are binding. A manager has the option of releasing any player and of securing replacements. An official release must be filed and, when once filed, that player cannot be re-signed by that manager.

A player cannot quit a team and join another one unless his manager has officially released him or has violated the rule of playing said player less than the minimum requirement in each game.

This system of signing contracts of selecting his manager. Therefore, the boys desiring to be leaders must use good leadership qualities or they find it hard to get players to sign with traits or they will be released by their must employ acceptable "followship" traits or they will be released by their leaders. Both managers and players are constantly in a position of trial and must do their best in order to hold their status.

This set-up for intramurals is truly democratic in nature and follows conditions of life situations as they exist today.

<sup>4</sup>Physical Education Achievement Scales: Cozens, Trieb, and Neilson.

# Around the Reading Table

BURCH, GLADYS and WOLCOTT, JOHN. *A Child's Book of Famous Composers*. A. S. Barnes and Company, New York, 1939. 184 pp.

Any child struggling through the first piano lessons or any adult who has found joy in good music will delight in Burch and Wolcott's simple tales of the great composers. The child may dream of one day becoming a Beethoven or Bach and the adult will find his pleasure in a Haydn symphony or a Verdi opera a little richer for having read the story of the composer.

Twenty of the world's most famous composers are included. With each narrative of the musician's life and works is an excellent portrait. The authors have continued to keep interest alive throughout every sketch. The childhood of each composer is especially emphasized—not alone because the book is written for children, but because most of the great composers began their musical careers very early in childhood. Mozart, it will be recalled, was the wonder of Europe before he was ten; Bach, Schubert, Haydn, and Liszt were among those who were recognized as great musicians before they reached their teens. Chopin, of course, is as familiar a child prodigy as any.

Almost like fairy tales these short narratives must grip childhood's imagination with the strange exploits of these deathless musicians who played and composed music and even made musical instruments at an age that finds most children wrestling with the alphabet and taking their first 3-5-3, 1-3-1 fingering exercises on the piano. The elders, too, will glow over these musical wonders and will remember a little better the works of each of the musicians so that the next time they go to a concert they won't be attributing the Kreutzer "Sonata" to Brahms or the "Waltz of the Flowers" to Schubert.

Typographically the book is a treat. The type is large and the margins are generous. There will be music lovers to be sure who will quarrel with the authors for having omitted some favorite; there can be, however, no denying the rights of those that were included. For most people the only regret will be that the book is not longer. It must inevitably make them more appreciative of the world's great music.

—J. E. Grinnell  
Indiana State Teachers College

DOLCH, EDWARD WILLIAM. *A Manual for Remedial Reading*. Garrard Press, Champaign, Illinois, 1939. 166 pp.

Dr. Dolch has taken a very sane point of view in his book, *A Manual for Remedial Reading*. Instead of its being another technical treatise on clinical methods of dealing with extreme reading disabilities, it is full of practical suggestions in both diagnosis and re-training for use by the average classroom teacher in handling the aver-

age retarded reader. Dr. Dolch does not minimize the need for reading clinics, but he does recognize that for each student who needs a clinic specifically there are a large number who need common-sense, practical instruction, perhaps of an individual nature, in the area of reading. He has fractionated the book to deal with such topics as remedial reading for primary grades, poor readers in the middle and upper grades, remedial reading in high school, testing and remedial reading, and prevention of reading difficulties. It is probable that highly skilled teachers will find little in this book that is new to them, but they may find it helpful to discover this information put so succinctly into one small volume.

—Dorothy M. Davis  
Indiana State Teachers College

FEDDER, RUTH. *A Girl Grows Up*. McGraw-Hill Book Company, Inc., New York, 1939. 235 pp.

"Teen age" girls are the subject of many books of psychology, but this book on psychology was written just for them in their own language. Miss Fedder, Guidance counselor, the Elkins Park Junior High School, Elkins Park, Pennsylvania, has used her many years of experience dealing with girls and their problems to write this book, *A Girl Grows Up*, for the girl herself.

Not only is the book valuable because it presents to the girl her problems, but also because it gives her examples of the solving of problems similar enough to her own that the solutions can be adapted to meet her own problems. They are the problems every girl encounters; the solutions will tend to help each girl grow into a well-rounded, wholesome individual. How to get along with people—her parents, her girl friends, boys, and the world—is one of the solutions that will help a girl the most.

Teachers and administrators dealing with girls of high school age will find the book a valuable resource. They will want it—or several copies of it—on their bookshelves for reference. Parents will want to read it and then give it to their daughters to read. High school libraries should include it on the "must" list.

MITCHCHELL, ELMER D. *Intramural Sports*. A. S. Barnes and Company, New York, 1939. 324 pp.

This book is an enlarged revision of *Intramural Athletics* which has been used since 1925. It has been completely rewritten; new illustrations have been used; and the material has been brought up-to-date by including new ideas, methods, and philosophy of intramural sports.

A brief review of its contents shows its value as a text and guide for the rapidly growing activity in many of our schools in the department of physical education. There are chapters devoted to the background of intramural sports, what are considered as intra-

mural sports, the stages in their development, the administration of these sports, the necessary personnel, and their duties. After these the author discusses the development of a program, units of competition, schedule-making, time allotment, scoring, rules, regulations, intramural sports for women and girls, and awards. The final chapter deals with some special administrative problems such as facilities, fees, equipment, reports, and records.

"Sports for all" and "sports for sport's sake" are the keynote of the intramural movement. This book will help you install a progressive program in your school and college.

—David A. Glascock  
Indiana State Teachers College.

WESSEL, PAUL. *Physick*. Ernest Reinhardt Publishing Company, Munchen, Germany, 1938. 514 pp.

This volume, produced primarily for the student of the technical school and university, offers the elements of physics with a commendable compactness and completeness. In the clarity and methodicalness of its exposition is evinced a scholarly and scientific procedure. The principles and the application of these principles find further explanation in clear illustrations and diagrams paralleling the written content, in the application of stress in the particularly important phases, in a brief recapitulation of the broad lines of the matter. The tables at the end of the book are of a working fullness. As a suitable culmination to the work there is an abundance of well-arranged questions (about fifteen hundred) relative to the matter. These questions are interesting and helpful to the student; they are prime and embrace the greater part of the material read, frequently desiring an association of varied principles. Hints as to their answers are given likewise. Dr. Wessel's language is full, powerful, yet as clear as his illustrative sketches. The material is excellently proportioned and introduced. (Written in German.)

—S. F. Trybulski  
Indiana State Teachers College

GALLAGHER, E. C. *Wrestling*. A. S. Barnes and Company, New York, 1939. 91 pp.

One of the oldest sports in the world is wrestling and I find Mr. Gallagher's book exceptionally clear and concise.

The fundamental elements pertaining to wrestling are clear and well-illustrated and are taken from angles that best show the various holds and techniques. The book is organized in a logical and natural sequence, for example, starting with the take-downs and working through the various phases of wrestling as one would in an actual contest.

Knowing how important the rudiments of wrestling are, the author impresses me by staying to the simple but essential fundamentals; he does not attempt to incorporate the so-called fancy tricks that are seldom used. Thorough mastery of the techniques illustrated in this book, and with everything being equal, one could become a formidable wrestler.

The book is more than worth the dollar and will benefit both the beginning and experienced wrestler.

—W. E. Marks  
Indiana State Teachers College



## Convocation Program Prepared By Music Appreciation Class

- I. Announcer (steps out of lyre))
  - a. Welcome to school and introduction to program
  - b. Program notes for first group
- II. Band Staged in front of second traveler
- III. Announcer
  - a. Introduces choral group
  - b. Program explanation
- IV. Senior Girls Glee. Staged in front of first traveler
- V. Announcer
  - a. Introduces orchestra
  - b. Program notes
- VI. Orchestra Pit
- VII. Announcer
  - a. Introduces junior girls
  - b. Program notes
- VIII. Junior Girls Glee Staged in front of first traveler
- IX. Announcer as before
- X. Mixed Chorus Staged in front of first traveler
- XI. Announcer as before
- XII. Band Staged in front of first traveler

## Personality Chart

(Continued from Page 91)

- |  |  |
|--|--|
| <p>3. Emotional stability</p> <p>IV. ATTITUDE</p> <p>A. Toward the Job</p> <ul style="list-style-type: none"> <li>1. Alertness</li> <li>2. Enthusiasm</li> <li>3. Objectivity</li> </ul> <p>B. Toward Fellow-workers</p> <ul style="list-style-type: none"> <li>1. Courtesy</li> <li>2. Considerateness</li> </ul> <p>3. Co-operativeness</p> <p>V. CHARACTER ATTRIBUTES</p> <p>A. Dependability</p> <ul style="list-style-type: none"> <li>1. Trustworthiness</li> </ul> <p>2. Discretion</p> <p>3. Punctiliousness</p> | <ul style="list-style-type: none"> <li>3. Self-possession and control under ordinary circumstances and under pressure.</li> </ul> <ul style="list-style-type: none"> <li>1. Indicating an intelligent curiosity.</li> <li>2. At all times.</li> <li>3. Ability to view the job as dissociated from personalities in it. Ability to accept criticism and praise constructively.</li> </ul> <ul style="list-style-type: none"> <li>1. Under any and all provocation.</li> <li>2. Of the opinions, preferences, idiosyncrasies, and limitations of others, with disregard for idle gossip.</li> <li>3. With subordinates and superiors.</li> </ul> <ul style="list-style-type: none"> <li>1. In one's entire professional relationship with fellow workers. In one's willingness to "follow through" a piece of work to its satisfactory conclusion. Integrity.</li> <li>2. In the handling of confidential information.</li> <li>3. In the carrying out, without supervision, of company rules and regulations.</li> </ul> |
|--|--|

## LET US HEAR FROM YOU

With this issue, the *Journal* comes to you with a new format. We hope it is as pleasing to our readers as it has been pleasant for us to plan it and watch it become a reality.

As with everyone, we are eager to know what our readers think of this new *Journal*. If you have time, please sit down and write us a few lines. Any ideas to improve it will be greatly appreciated. We hope we can incorporate most of them.

THE TEACHERS COLLEGE  
JOURNAL

Indiana State Teachers  
College

Terre Haute, Indiana

## A PHILOSOPHY OF PLACEMENT . . .

Historians of the future, who will look back upon our times with much more perspective than we possess, are almost certain to observe a prime characteristic of persons living in the middle of the Twentieth Century. They will see that we were extremely job-conscious. It was an era in which much was said about unemployment, about retirement to make way for younger persons, and about many men's jobs being their most precious economic possessions.

This tension over employment precipitates the Placement Bureau into the midst of the economic struggle. Many persons get the notion that a Placement Bureau achieves the ideal when it finds the greatest number of jobs for the greatest number of persons. Of course, that is one measuring stick of success, but there are others.

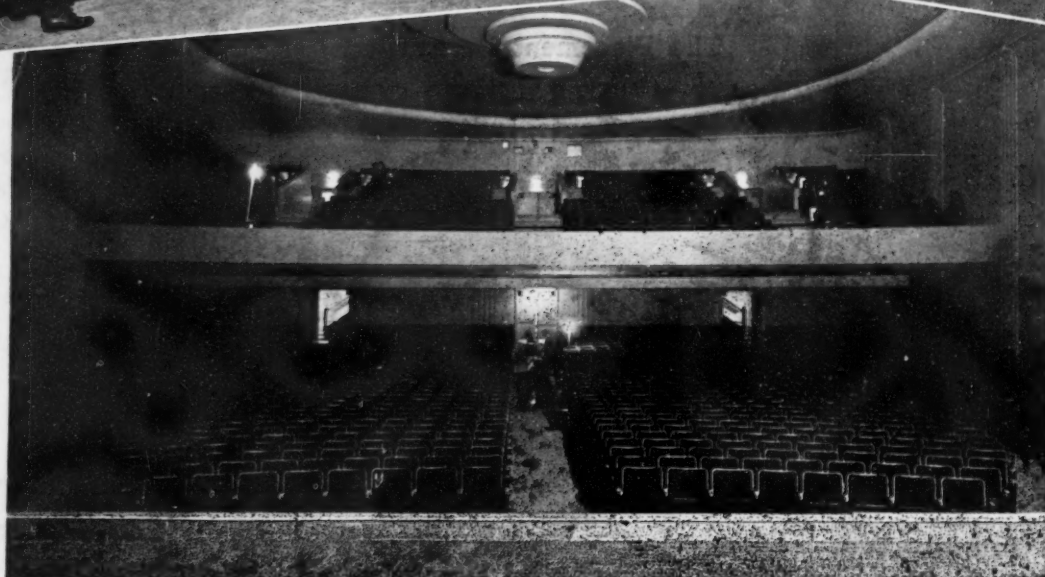
Placements which do not work out satisfactorily inflict a hardship and injustice on all concerned. Therefore, care must be exercised to suit the individual to the position. So the Placement Bureau at Indiana State Teachers College conceives of its function as threefold: (1) To help the graduate find a position in which he can succeed. (2) To serve the teaching profession generally by helping administrators find qualified persons they need. (3) To aid the orderly process of promotion by recommending in-service teachers.

For the Right Teacher for Your Vacancy, Write:

The Placement Bureau  
INDIANA STATE TEACHERS COLLEGE  
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